

Unit: Lesson 3/ Day 3

Lesson Content Area: Language Arts \ Reading Strategies

Grade: 7

Objectives of the Lesson:

1. The students will make three inferences during reading and record on a graphic organizer.
2. The students will continue to depict character traits and motives of the main character and record as a class in a Character Chart
3. The students will role play an event in the story with a partner using provided materials.
4. The students will describe characteristics of the main characters through illustrations.

Aligned with Content Standards:

R-7-7.1 Obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, transitional devices, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations) (State)

R-7-4.1 Identifying or describing character(s), setting, problem/solution, or plot, as appropriate to text; or identifying any significant changes in character or setting over time; or identifying rising action, climax, or falling action (State)

R-7-8.3 Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or using supporting evidence to form or evaluate opinions/judgments and assertions about the central ideas that are relevant (State)

R-7-4.3 Generating questions before, during, and after reading to enhance/expand understanding and/or gain new information (Local)

R-7-5.2 Describing characters' traits, motivation, or interactions, citing thoughts, words, or actions that reveal characters' traits,

Brief Description of individuals involved in the lesson:

This Language Arts lesson will be conducted as a whole class of 18 students. There are eight girls and ten boys. Eight boys are on my caseload with IEP's. The students will listen to the short story ^{be read} by an audio CD. This whole group discussion will aid ~~to~~ the learning of the eight students on the caseload. By listening to an audio CD eliminates stress of having to read out loud

Materials used in the lesson:

- White Board
- Over head projector
- Worksheets (see attached)
- Audio CD of short story
- Pencils
- Materials for role play

Lesson Sequence:

1. **Introduction:** The students will begin the class by gathering materials needed for the lesson. The students will continue to read the short story "Zebra".
2. At several points throughout the reading the CD will be paused for group discussions, making inferences, or to clarify the reading.
3. The first inferences will be made as a class to remind the students how to make an inference. The other two inferences will be made individually and recorded on the worksheet. The students will then be asked to share their inference with a peer. The class will then discuss the inference as a class and will be written on the overhead transparency.
4. There is a section of the story where the students will be role playing an event that took place in the story. The students will be provided with materials to use. A model of what the students should be doing will be shown before the students are asked to participate in the role playing. This will be a short but helpful way for the students to see how hard it was for the character to draw with one hand. The students will share their thoughts in a brief class discussion.
5. The students will then take detailed descriptions of the characters from the story to illustrate the two main characters. This will be conducted individually then with a partner to compare their information.
6. **Closure:** The students will be asked to share their drawings. If their drawings are not finished they will be instructed to finish them for homework. In addition to the drawings the students will also be asked to complete the character chart (traits and motives) for homework. Any questions will be answered before the end of class.

I like the repetition from previous lesson and the addition of another inference

Differentiation of Instruction to meet student needs:

The students will be able to follow along at their own pace by using an overhead projector for the worksheets. Worksheets will be provided and will be identical to the one being used on the overhead transparency. The worksheet for the "Character Chart" and "Inferences" include sentence starters so that the students know how to begin their sentence. The students will be provided with a list of details and descriptions for the characters instead of having to look back into the text. Peer sharing will give the students different ideas other than their own to think about. Hearing the audio CD will allow students to listen to the story be read aloud instead of worrying about having to read out loud. The illustration of the characters gives the students a fun activity to work on while still learning how to visualize the characters. By role playing an event in the story the students will be able to experience how the character felt in the story. ✓

Assessment plan:

The students will be assessed mostly by observation, class participation, and responses to question asked during the class. Basic observations of watching a student fill in the worksheets, follow along with reading by being on the same page or following with a finger, and participating in class discussions by raising their hands to speak are a few ways the students will be assessed. The

students will be observed during the role playing. If the students willingly participate by raising their hand for a verbal response, then that shows me they are comfortable with the material.

Supports for Positive Learning Environment:

The students will be seated at individual assigned desks. Since this is a whole class lesson the students are arranged in straight rows. When the students share their work with a partner then they will be able to turn their bodies to talk to the person next to them. The students will be asked a head of time if they wish to move their seat to be closer to the front of the room. The overhead will be large enough so that everyone can see from their seats. The audio CD will be loud enough for everyone to hear.



FSEHD Teacher Candidate Observation and Progress Report-FALL 2010

Student Teacher

Candidate: [Redacted] Email: [Redacted] Emplid: 0395922 @ric.edu

College Supervisor: Joyce Seravo, M.Ed. Email: jseravo@cox.net

Cooperating Teacher: [Redacted] Email: [Redacted]

Grade Level/Content Area Assignment: grade 7

Program: Special Education

Cooperating School District/School: Birchwood Middle School; North Prov.

Person Completing This Observation (Check one): Cooperating Teacher College Supervisor
Date: 9/29/10 Emplid: _____

Observation: #1 Date: _____ #2 Date: 9/29/10 #3 Date: _____

#4 Date: _____ (fourth formal observation not required/optional/if needed)

The purpose of this instrument is to provide instructive feedback about the teacher candidate's teaching performance to the teacher candidate, the college supervisor, and the teacher candidate's cooperating teacher during the teacher candidate's student teaching. The instrument is to be completed following each formal observation of classroom instruction. Prior to the lesson, the observer will review the teacher candidate's lesson plan. During the lesson, the observer takes notes and then completes SECTIONS ONE and TWO of this instrument. The observer completes SECTION THREE following a post-observation conference with the teacher candidate. Only the Cooperating Teacher completes SECTION FOUR, which reflects cumulative performance to the date of the observation.

We have conferred in the summary of the candidate's classroom performance. Our signatures below attest to our judgments regarding the proficiency of the teacher candidate. As professional educators we recommend the student observed do the following:

- Continue with preparation for a teaching license.
- Be required to complete an individualized contract to remedy deficiencies.
- Discontinue preparation for a teaching license.

College Supervisor's Signature: Joyce Seravo Date: 9-29-10

Cooperating Teacher's Signature: [Redacted] Date: 9/29/10

Student Teacher's Signature: [Redacted] Date: 9-29-10

Please initial here to confirm that the College Supervisor and the Cooperating Teacher have each submitted three FSEHD Teacher Candidate Observation and Progress Reports electronically to the Office of Partnerships and Placements.

College Supervisor's Initials: _____ Cooperating Teacher's Initials: _____

SECTION ONE: LESSON INDICATORS

In this section of the protocol, rate indicators associated with effective lesson delivery: Planning, Implementation, Content, Climate, and Classroom Management. For each indicator, identify the level of proficiency demonstrated by the teacher candidate during the observed lesson.

Use the following rating scale to rate the Planning indicators.

0 Unacceptable	1-2 Developing	3-4 Acceptable	5-6 Target
<p>Not present.</p> <p>The candidate does not include the indicator in his/her planning, action, or reflection.</p>	<p>Elements of the indicator are clearly present but are partially or ineffectively carried out.</p> <p>The candidate is developing an awareness and may be beginning to meet the knowledge, skills, and competencies needed to meet the needs of some learners.</p>	<p>Elements of the indicator are of good quality, but there is room for improvement.</p> <p>The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.</p>	<p>High quality implementation of indicator.</p> <p>The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.</p>

Use the Comments section to note factors that were influential in determining the ratings or to record specific examples or quotes to illustrate the noted factors.

PLANNING

Planning Indicators

	<u>Rating</u>
1. The design of the lesson demonstrates careful planning and organization, from appropriate set induction to closure.	5
2. Lesson objectives are measurable and observable.	5
3. The lesson plan objectives are aligned with GLEs, GSEs, and/or appropriate standards.	5
4. The instructional strategies, activities and technical resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) in this lesson plan demonstrate attention to students' experience, preparedness, and/or learning styles.	5
5. The instructional strategies, activities and technical resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) in this lesson plan demonstrate attention to issues of access, equity, and diversity for students.	5
6. The lesson design demonstrates an accurate understanding of content.	5
7. The lesson is designed to engage students in meaningful instructional tasks related to content.	5
8. The lesson is designed to be student-centered, take advantage of students' curiosity, and be highly engaging.	5
9. Formative and/or summative assessments are aligned with objectives.	5
10. The lesson incorporates flexibility and plans for reteaching and/or extension, if needed.	5

Comments:

Much improvement!
 Chair was set up at front of classroom
 for spec. needs student (be able to see overhead).
 (There was a class right outside Amanda's
 classroom. Not one of Amanda's students were

Use the following rating scale to rate the Climate and Classroom Management Indicators.

0 Unacceptable	1-2 Developing	3-4 Acceptable	5-6 Target
Not present. The candidate does not include the indicator in his/her planning, action, or reflection.	Elements of the indicator are clearly present but are partially or ineffectively carried out. The candidate is developing an awareness and may be beginning to meet the knowledge, skills, and competencies needed to meet the needs of some learners.	Elements of the indicator are of good quality, but there is room for improvement. The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.	High quality implementation of indicator. The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.

Climate Indicators

- | | |
|--|----------|
| 1. The teacher candidate demonstrates positive relationships with his/her students through interactions, including talk, body language, comments on papers, etc. | <u>5</u> |
| 2. There is a sense of community in the classroom. Students treat each other and the teacher candidate with respect. | <u>5</u> |
| 3. Active participation of all is encouraged and valued. | <u>5</u> |
| 4. The teacher candidate's language and behavior clearly demonstrate that she/he is approachable, sensitive, and supportive to all students. | <u>5</u> |
| 5. The climate of the lesson encourages students to generate ideas, questions, conjectures, and/or propositions. | <u>5</u> |
| 6. Intellectual rigor, constructive criticism, and the challenging of ideas are evident. | <u>4</u> |
| 7. There was a high proportion of student-to-student communication about the content of the lesson. | <u>5</u> |

Comments:

*Major improvement!
All students engaged. Appeared to enjoy!
Comment about drawing significant reading.
Low-risk environment.*

Classroom Management Indicators

- | | |
|--|----------|
| 1. The teacher candidate has an effective way of getting all students in the class to be attentive. | <u>5</u> |
| 2. The teacher candidate does not try to "talk over" the students. | <u>5</u> |
| 3. The majority of class time is spent devoted to academic tasks, and time is divided in a meaningful, constructive way. | <u>5</u> |
| 4. The teacher candidate circulates the room in order to keep students on task, to listen, and to challenge students with questions, when appropriate. | <u>5</u> |
| 5. The teacher candidate provides clear, concise, and specific directions prior to transitions and checks for understanding before moving on to the next task or activity. | <u>5</u> |
| 6. The teacher candidate applies a set of fair classroom rules, and behavioral interventions are based on logical consequences. | <u>5</u> |

Comments:

Transitions were smooth-good, clear directions!

SECTION TWO: CAPSULE RATING OF OBSERVED LESSON

In this final rating of the lesson, consider all available information about the lesson, its context and purpose, and your own judgment of the relative importance of the ratings you have made. Select the capsule description that best characterizes the lesson you observed. Keep in mind that this rating is not intended to be an average of all the previous ratings, but should encapsulate your overall assessment of the quality and likely impact of the lesson you just observed. Please provide a brief rationale for your final capsule description of the lesson in the space provided.

0 Points: Ineffective Instruction

Instruction is highly unlikely to enhance students' understanding of the discipline or to develop their capacity to successfully "do" the discipline. For example, instruction may be pedantic or uninspiring; students may be passive recipients of information from the teacher candidate or textbook; or material may be presented in a way that is inaccessible to many of the students. Alternatively, students may be involved in hands-on activities or other individual or group work, but it may appear to be activity for activity's sake, without a clear sense of purpose and/or a clear link to conceptual development.

Immediate intervention involving the college supervisor, cooperating teacher, and candidate is needed.

1-2 Points: Some Elements of Effective Instruction

Instruction contains some elements of effective practice, but there are problems in the design, implementation, content, and/or appropriateness for many students in the class. For example, the content may lack importance and/or appropriateness; instruction may not successfully address the difficulties that many students are experiencing, etc. Overall, the lesson is very limited in its likelihood to enhance students' understanding of the discipline or to develop their capacity to successfully "do" the discipline.

If this is other than a first observation, student performance at this level may indicate that intervention is needed.

3-4 Points: Effective Instruction

Instruction is well-designed, purposeful and characterized by most elements of effective practice. Students are usually engaged in meaningful work, but there are some weaknesses in the design, implementation, or content of instruction. For example, instruction addresses the needs of most students, but the classroom climate may limit the effectiveness of an otherwise well-designed lesson. Overall, the lesson is likely to enhance students' understanding of the discipline and develop their capacity to successfully "do" the discipline.

5-6 Points: Accomplished Instruction

Instruction is purposeful and engaging. Students actively participate in meaningful work (e.g., investigations, student presentations, collaborative activities, physical demonstrations, reading) throughout the lesson. The lesson is well-designed and implemented. The teacher candidate is responsive to students' diverse needs and interests. Instruction enhances students' understanding of the discipline and develops their capacity to successfully "do" the discipline.

Capsule Rating (Circle only one number): 0 1 2 3 4 (5) 6

Rationale for Capsule Rating:

All instruction was purposeful. Students were actively engaged throughout lesson. CD read-along kept whole class involved. The diverse needs of all students were met w/ audio, visual, and kinesthetic modalities. All students appeared to enjoy reading and making inferences. Role play

FALL 2010 VERSION

...the narrator had to bring characters alive.

SECTION THREE: POST OBSERVATION

This section is to be completed following a post-observation conference with the teacher candidate.

Use the following rating scale to rate the Reflection Indicators.

0 Unacceptable	1-2 Developing	3-4 Acceptable	5-6 Target
<p>Not present.</p> <p>The candidate does not include the indicator in his/her planning, action, or reflection.</p>	<p>Elements of the indicator are clearly present but are partially or ineffectively carried out.</p> <p>The candidate is developing an awareness and may be beginning to meet the knowledge, skills, and competencies needed to meet the needs of some learners.</p>	<p>Elements of the indicator are of good quality, but there is room for improvement.</p> <p>The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.</p>	<p>High quality implementation of indicator.</p> <p>The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.</p>

REFLECTION

Reflection Indicators

1. The teacher candidate describes how s/he made decisions for planning and implementation.
2. The teacher candidate discusses the strengths and weaknesses of the lesson and generates appropriate ideas for possible improvements.
3. The teacher candidate accurately analyzes and assesses student engagement, progress toward meeting the lesson objectives, and classroom management issues.
4. The teacher candidate is aware of how his/her demeanor, actions, and reactions affect the classroom climate and individual students.
5. Based on this lesson, the teacher candidate sets concrete goals (e.g. related to flexibility, pace, response to behavioral issues, etc.) s/he will focus on for future lessons.

Rating

Comments:

Goals

Use the space below to record goals for the teacher candidate. Goals are based on the observation and subsequent conversation with the teacher candidate. *Note to observer:* Review goals prior to next observation.

Provide more of a risk-free env. because students want more practice w/ details.

SECTION FOUR: ONGOING PROGRESS
Completed by Cooperating Teacher ONLY

Professional Behavior and Technology Indicators are based on the cooperating teacher's observations of and interactions with the teacher candidate up to this point in the student teaching experience.

Use the following rating scale to rate the Professional Behavioral Indicators.

0 Unacceptable	1-2 Developing	3-4 Acceptable	5-6 Target
Not present. The candidate does not include the indicator in his/her planning, action, or reflection.	Elements of the indicator are clearly present but are partially or ineffectively carried out. The candidate is developing an awareness and may be beginning to meet the knowledge, skills, and competencies needed to meet the needs of some learners.	Elements of the indicator are of good quality, but there is room for improvement. The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.	High quality implementation of indicator. The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.

Professional Behavior Indicators

1. The teacher candidate treats his/her cooperating teacher, administrators, other teachers, and paraprofessionals with courtesy, respect, and honesty.
2. The teacher candidate is on time and is prepared.
3. The teacher candidate dresses professionally.
4. The teacher candidate attends, is attentive, and when applicable, takes an active role in department, faculty and other meetings relating to students (i.e., IEP meetings, parent conferences, Open House).
5. The teacher candidate is able to accept constructive feedback and make the appropriate adjustments.
6. The teacher candidate balances collaboration (with his/her cooperating teacher, special education teachers, etc.) and independent work in a professional manner.
7. The teacher candidate is a thoughtful listener to his/her students, colleagues, and parents.
8. The teacher candidate maintains a nonjudgmental stance toward students, parents, and colleagues.
9. The teacher candidate is a student advocate.
10. Reacts professionally to distractions, schedule changes, or new responsibilities
11. Maintains confidentiality when speaking with other professionals or with a child
12. Seeks extra responsibility, as appropriate

Rating

Comments:

Use the following rating scale to rate the Technology Indicators.

0 Unacceptable	1-2 Developing	3-4 Acceptable	5-6 Target
Not present. The candidate does not include the indicator in his/her planning, action, or reflection.	Elements of the indicator are clearly present but are partially or ineffectively carried out. The candidate is developing an awareness and may be beginning to meet the knowledge, skills, and competencies needed to meet the needs of some learners.	Elements of the indicator are of good quality, but there is room for improvement. The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.	High quality implementation of indicator. The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.

Technology Indicators

Rating

1. The teacher candidate designs or adapts relevant learning experiences that incorporate digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) to promote student learning and creativity. _____
2. The teacher candidate develops technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress. _____
3. The teacher candidate customizes and personalizes learning activities using digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology). _____
4. The teacher candidate demonstrates fluency with available technology systems. _____
5. The teacher candidate communicates relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats. _____
6. The teacher candidate models and facilitates effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning. _____

Comments:

Identify technical resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) within the classroom that are available to the teacher candidate. Check all that apply.

- | | |
|--|--|
| <input type="checkbox"/> Computer for teacher use | <input type="checkbox"/> Smart Board |
| <input type="checkbox"/> Computer(s) for student use | <input type="checkbox"/> Overhead projector |
| <input type="checkbox"/> Calculators | <input type="checkbox"/> LCD Projector |
| <input type="checkbox"/> Document camera | <input type="checkbox"/> Internet connection |
| <input type="checkbox"/> Other (specify) _____ | <input type="checkbox"/> Other (specify) _____ |

Reflection of Lesson

This literature lesson was taught as a whole seventh grade inclusion class. Decisions were made for the lesson planning and implementation by the particular students in the group. The class of eighteen has eight IEP students. Careful observations, learning styles, and techniques, have been tried and used with these particular students on the caseload. The class, as a whole, has various levels of learning abilities. This was a significant consideration for planning and implementation.

In the beginning stages of planning the lesson I made sure I over planned particularly for the students who would finish assignments early. I took into consideration that a few students often finish their work before the rest of the class. Therefore, there was always a task for the students to work on. Technology played a significant role in the learning, motivation, and engagement of the students throughout the unit. An over head projector and an audio CD (like books on tape) were used in each lesson. The audio CD took the pressure off the students and allowed them to read the story listening to the audio. Students did not have to worry about being called on to read, particularly for the students on the case load. They do not enjoy reading out loud to the class. This discourages them from wanting to read. The over head projector allowed students to copy notes at their own pace. Both tools gave the students alternative ways to learn how to read and write.

There were many strengths to this lesson. Most of the students participated by raising their hands to answer comprehension and inference questions. All of the students participated in the reenactment of the event in the story. This involved an activity where the students partnered up to see how difficult it was for the main character with a disability to draw with one hand. The students enjoyed this activity. It gave them a sense of reality, a connection to real world occurrences, and brought the characters to life. Reading by listening to the audio CD enabled an environment that was safe for students. It allowed them to follow along with the text by listening to the story being read

aloud. A weakness of the lesson is the students understanding of the concept of making an inference. I feel as if each of the students knew how to make an inference. It was just difficult for them to see how to take what they read and what they know to form one. I think most of the students were making the inferences automatically, not realizing that they were using the two items to form an inference. Therefore, the learning goal and objectives for making an inference were met.

Overall, the students were engaged in the lesson. This was evident during class discussions and during the two activities. The students' eyes were focused on me when I was talking and asking questions, even if they didn't raise their hand to participate. In fact, there was an art class taking place outside the classroom and the students did not even realize that students were outside. When comprehension questions were asked, students who generally do not participate by raising their hand did. Before the lesson began, classroom expectations were addressed. Behavior issues with this group of students are mostly nonexistent but addressing the class expectations reminded the students that there are rules in place to follow.

For future lessons, I have learned that engaging the students in physical activities that pertain to the lesson makes the students active in learning. Usually when activities like this are implemented the students take their minds off the learning aspect and more on the "I'm doing something different than reading and writing". The students do not realize they are still learning. For my next lesson with this group, I will be planning to implement a fun activity that incorporates learning how to write through a group activity. Watching the excitement in the student's faces during this lesson showed me that the students learn best when they are able to interact with peers.

Very well done!
JS